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ABSTRACT

In 1971-72, 7,714 students were enrolled in the Colorado Migrant Education Programs. Programs were conducted in 21 different program areas, covering 42 school districts. About 85 percent of the students were in the elementary grades. Inservice training for the staff stressed individualized instruction, improving the migrant child's self-concept, cultural awareness, and bilingual teaching methods. Teachers established learning centers and expanded flexibility of instructional materials and their use. Increased curriculum or program areas were offered (i.e., dancing, singing, food) to incorporate cultural awareness. Standard tests were used extensively for student diagnosis and placement. Where criterion-referenced assessments were made, the programs reported strong results. Noncognitive student behaviors showed strength or improvement, based on subjective assessment, in the areas of independent learning, cooperation, attendance, accuracy in self-evaluation, oral expression, self-concept, and interest in school. Extensive health screening and services were provided. This evaluation report covers: student enrollment and attendance, grade placement, staff, community and parent involvement, exemplary projects, dissemination, support services, mobile units, and the Migrant Student Record Transfer System. (NQ)

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SUMMARY AND EVALUATION REPORT

OF THE

COLORADO MIGRANT EDUCATION PROGRAM

1971 - 1972

Prepared under the supervision of

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MIGRANT EDUCATION PROGRAM
of the
COMPENSATORY EDUCATION SERVICES UNIT

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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BRIEF HISTORY

The state of Colorado, through the Colorado Department of Education, has provided funds for Migrant Education since 1953, when funds were allocated to Fort Collins for a regular term migrant education program. In 1955, funds were allocated to Wiggins, Colorado, for a summer migrant education program. In 1961, the Migrant Child Education Act was passed, making a specific appropriation to school districts to establish and operate educational programs for children of migratory agricultural workers. This history makes Colorado a national leader in Migrant Education.

In 1966-67, Public Law 89-10 was amended by Public Law 89-750. This allowed Colorado to expand its migrant education program, using federal and state moneys. Regular and summer school enrollment increased from 2,608 in 1965-66 to a peak of 7,899 in 1970-71, and has decreased only slightly, to 7,714, in 1971-72. Enrollment in 1971-72 was affected by a decreased emphasis on the 5-year-eligible migrant child and by crop-damaging weather. The federal funds also allowed school districts to extend the length of the school day to conform more closely with the family work schedule. Migrant Education Programs in 1971-72 were conducted in 21 project areas, covering 41 school districts. Another district participated by surveying the number of migrants in its district, in order to determine the need for a migrant education program.

Program offerings have been expanded to include such components as parental involvement, social and natural science, vocational and high school offerings, and bilingual-bicultural activities. Supportive services have been broadened to include a comprehensive health program with speech therapy and psychological assistance.

GOALS FOR COLORADO MIGRANT EDUCATION

The overall goal of the Migrant Education administrative unit in the Department of Education is to strengthen and expand programs and provide leadership in Colorado Migrant Education to enable migrant children to acquire knowledge, skills, habits, and attitudes essential to effective learning throughout life.

Listed below are the educational goals for Colorado citizens and national educational goals for migrant children and youth. They are presented to provide a framework for assessing and developing the Colorado Migrant Education Program. The educational goals for Colorado citizens were adopted by the State Board of Education in February, 1971. The national goals for Migrant Education were adopted by the State Education Agency Directors of Migrant Education in 1971.

EDUCATIONAL GOALS FOR COLORADO CITIZENS	NATIONAL MIGRANT GOALS
ACADEMIC SKILLS	
1. The technique of learning which makes discovery of knowledge and wisdom a functional, exciting, and lifelong process.	1. Provide specially designed programs in the academic disciplines (language arts, mathematics, social studies, and other academic endeavors), which will increase the migrant child's capabilities.
2. The skill of doing (computation, reading, or intellectual, artistic, or physical performance), which produces satisfying participation in worthwhile human activities.	2. Provide the migrant child with preschool and kindergarten experiences geared to his psychological and physiological development, which will prepare him to function successfully.
SELF-DEVELOPMENT	
3. The confidence of knowing what is useful, relevant, and meaningful for self.	3. Provide the opportunities for each migrant child to improve communication skill necessary for varying situations.

4. The capability of being a worthy person in one's relationships with others and with self.	4. Provide specially designed activities which will increase the migrant child's social growth, positive self-concept, and group interaction skills.
5. The joy of feeling a sense of accomplishment, of contributing to the welfare of others, of having physical and mental well-being, of establishing satisfying relationships.	5. Implement programs, utilizing every available federal, state, and local resource through coordinated funding, in order to improve mutual understanding and appreciation of cultural differences among children.
	CAREER EDUCATION
6. The satisfaction of earning a contributing and rewarding place in the economic system.	6. Provide for the migrant child's physical and mental well-being, by including dental, medical, nutritional, and psychological services.
	7. Provide programs that will improve the academic skill, prevocational orientation, and vocational skill training for older migrant children.
	PROGRAM DEVELOPMENT
	8. Develop communications involving the school, the community and its agencies, and the target group to insure coordination of all available resources for the benefit of migrant children.
	9. Provide a program of home-school coordination which establishes relationships between the project staff and the clientele served, in order to improve the effectiveness of migrant programs and the process of parental reinforcement of student effort.
	10. Develop in each program a component of intrastate and interstate communications for exchange of student records, methods, concepts, and materials to insure that sequence and continuity will be an inherent part of the migrant child's total educational program.

STUDENT ENROLLMENT AND ATTENDANCE

The 1971-72 Colorado Migrant Program served 7,714 semester students (a student enrolled in a semester program). *Table 1* indicates the grade and term breakdowns. These are duplicate counts. The same child may be counted in each of the three terms or semesters, and if he changed Colorado schools in midsemester, he could be counted twice in the same semester. The peak enrollments in 1970-71 were in grades 1 and 2, and this year they have moved into grades 2 and 3. As in previous years, a notable drop in enrollment occurs after grade 6. This drop is even more sharp in the summer program, when the older child is eligible to work (age 12 in some tasks, age 14 in the beet fields).

About one-third of the programs felt they had reasonable estimates of migrants residing in their districts who were not in an educational program. Extrapolating from those programs with estimates to all projects, the estimate of school-age children 5 through 15 who were not enrolled was: 140 in fall, 190 in spring, and 560 in summer. For each semester, the number of individuals 16 years and older not in educational programs is from three to five times more. Preschool programs, day care or educational, were generally unavailable to migrant families during the school year, but most preschoolers received program services during the summer.

Table 2 compares Migrant Education enrollment over the last four years. Summer enrollment peaked in 1969-70; total enrollment peaked in 1970-71. Crop-damaging frost may have reduced the 1971-72 migrant force in Colorado. While no projections are available, it seems that decreasing dependence on field labor will cause a slow reduction in the migrant population in the near future. *Table 3* shows whether migrant enrollments resulted from an interstate move, a move within Colorado, or eligibility of a

former migrant family that has settled permanently within the past five years. Regular term families predominantly moved from another district within Colorado. Summer students tended to have come from another state. Compared with 1970-71, there was a slight tendency for more students to have moved within the state in 1971-72 than to have migrated from other states (32 percent intrastate moves in 1970-71; 38 percent in 1971-72). The forms for enrollment and identification of migrant children are in the Appendix of this publication.

The mean term of the fall semester migrant programs was 90 days. The spring programs averaged 88.8 days, and the summer terms averaged 38.8 days. The range of summer programs was from 20 days to 50 days. In terms of actual days of attendance, 42 percent of the attendance days occurred in the fall, 37 percent in the spring, and 21 percent in the summer. The average number of days of attendance per student in the regular year was 45.7 per semester, and in the summer term it was 23.9 days. Since absenteeism was reported as low in informal reports, the 45-days-per-semester attendance average means that for nearly half of each term, the typical migrant child was either in another school or between schools.

TABLE 1

MIGRANT ENROLLMENT BY GRADE LEVEL

GRADE	FALL	SPRING	SUMMER	TOTAL
K	202	177	354	733
1	364	297	433	1094
2	421	387	426	1234
3	411	386	440	1237
4	277	225	314	816
5	234	197	371	802
6	217	163	272	652
7	141	108	190	439
8	103	74	70	247
9	79	59	39	177
10	61	47	11	119
11	38	25	9	72
12	26	22	44	92
	2574	2167	2973	7714
	(33%)	*(28%)*	*(39%)*	

TABLE 2

MIGRANT ENROLLMENT BY YEAR

	FALL	SPRING	SUMMER	TOTAL
1968-69	1682 *27%*	1251 *20%*	3362 *53%*	6295
1969-70	Regular Term *39%*		3759 *61%*	6184
1970-71	2659 *34%*	2145 *27%*	3095 *39%*	7899
1971-72	2574 *33%*	2167 *28%*	2973 *39%*	7714

TABLE 3

MIGRANT ENROLLMENT BY SOURCE

	INTERSTATE MOVE	INTRASTATE MOVE	5-YR. ELIGIBLE (NOT MOVED)	TOTAL NUMBER STUDENTS
Regular Term	*37%*	*44%*	*19%*	4632
Summer Term	*65%*	*27%*	*8%*	2924
TOTAL PERCENT	47%	38%	15%	
TOTAL COUNT	3601	2850	1105	7556

GRADE PLACEMENT

Many of the programs used open or ungraded and individualized approaches. Thus both placement and diagnostic information was sought, and several methods were used. *Table 4* indicates the methods used:

TABLE 4

STUDENT PLACEMENT METHODS

	NUMBER OF PROJECTS USING	RANKING OF PREFERENCE*
OTHER**	4	1
WRITTEN TEACHER-MADE TESTS	16	2
ORAL TEACHER-MADE TESTS	17	3
AGE OF CHILD	15	4
PARENT OR STUDENT REPORT	14	5
INTERSTATE RECORD SYSTEM	12	6
STANDARDIZED TESTS	9	7

* *Each project ranked the placement methods. This column represents the average ranking for each method, not the frequency of use.*

** *School accumulation record, local skill hierarchy (continuum) form, teacher observation, staff conference.*

Standardized tests, even when used, met with little favor from 90 percent of the projects. Language and reading, of course, were the problems limiting test usefulness. One project noted they had a girl who spoke no English, could not read the standard test, but scored high on a Spanish version. Another project noted that Stanford achievement test results gave lower ratings than the classroom performance of the students. Two districts did report that they felt the standardized tests adequately measured progress, even for migrant students.

Cultural Grouping

Employed staff for all of the 22 projects totaled 666 people. *Table 5* gives a breakdown of both the paid staff and volunteers. The counts are not necessarily full-time equivalents. About 42 percent of the employed staff spoke Spanish (compared with 38 percent in 1970-71). Looking at variation across projects, the percentage of staff speaking Spanish varied from 3 percent to 90 percent. Within the group of regular classroom teachers, only 22 percent spoke Spanish (compared to 27 percent in 1970-71). Paid teacher aides were predominantly parents, while volunteer aides were mostly youths (high school students, college students, and other young people). More than half of the aides spoke Spanish.

TABLE 5

STAFF CATEGORIZATION

	EMPLOYED STAFF					TOTAL	
	FAMILY CONTACT	ADMINISTRATORS	TEACHERS	AIDES	OTHER	N	%
BILINGUAL NON-HISPANO	3	0	18	17	6	44	7
NON-HISPANO	9	24	223	53	81	390	58
HISPANO	28	7	46	108	43	232	35
	40	31	287	178	130	666	
	(6%)	*(5%)*	*(43%)*	*(27%)*	*(19%)*		

	TEACHER AIDES				
	HISPANO *(Migrant)*	NON-HISPANO *(Migrant)*	HISPANO *(Nonmigrant)*	NON-HISPANO *(Nonmigrant)*	TOTAL
	EMPLOYED AIDES				
PARENTS	18	0	41	30	89
OTHER ADULTS	3	0	17	17	37
YOUTHS	9	1	16	26	52
	30	1	74	73	178
	(17%)	*(1%)*	*(41%)*	*(41%)*	

	HISPANO (Migrant)	NON-HISPANO (Migrant)	HISPANO (Nonmigrant)	NON-HISPANO (Nonmigrant)	TOTAL
			VOLUNTEER AIDES		
PARENTS	1	0	1	3	5
OTHER ADULTS	0	0	4	38	42
YOUTHS	30	0	51	30	111
	31 (20%)	0	56 (35%)	71 (45%)	158

Pupil-Teacher Ratio

Pupil-teacher ratios have relatively little meaning in a migrant education program focusing on individuals, serving a mobile population, and utilizing many nonprofessional aides and volunteers. Regular teachers in summer programs range in ratios to pupils from 1:20 and up. Total staff-pupil ratios ran as small as 1:3 (not F.T.E.). Regular-term staffing was even more variable. Kit Carson District Re-6J, for instance, had a full-time aide during the regular school year in the kindergarten and first grade classes, a part-time aide in the second grade, and then the supervising migrant education teacher and other aides conducted 1:1 or 1:3 sessions with children in all grades, as needed. Larimer District R-1 planned for six teachers and six aides with 150 children age 5-11, and three teachers and two aides with 30 children age 14-22. Particularly during the summer, the children interacted daily with many additional adults, such as bus drivers, cooks, field trip volunteers, high school volunteers, and such.

Because of the extremely low pupil-adult ratio in the classroom, individualized instruction was possible and used extensively. In many instances, a one-to-one tutorial approach was utilized and children were given much personal attention.

Inservice Training

Preservice, inservice, and postservice staff training was provided by:

1. The Colorado Migrant Mobile Units, which provided district level staff services.

2. The Migrant Staff of the Colorado Department of Education, who participated in providing inservice education activities for local district instructional personnel.

3. Exchange teachers from Texas, who were utilized in the inservice education of teachers at the local district level.

4. The migrant program staffs, which provided program orientation and inservice training at the local level. (See *Table 6* for a summary of inservice training received by staff, as reported by three-fourths of the programs.)

5. State colleges and universities, which provided statewide services.

Much of the inservice education was concerned with instructional methodology, cultural background and problems of migrant children, use of supplemental curriculum materials and equipment, and types of learning disabilities. This was done at the local district level by all agencies and persons listed previously.

The Migrant Education Staff of the Colorado Department of Education, based on an assessment of needs from 1970-71, encouraged local education agencies to continue a strong emphasis on inservice training. Language, reading, individualization, and cultural awareness were stressed. Most of the programs had professional staffs with some years of experience. As *Table 6* shows, both teachers and teacher aides received similar inservice experience, with aides spending somewhat more time on basic academic skills.

TABLE 6

INSERVICE TRAINING

AREA	STAFF CATEGORY: Teachers NUMBER PERSONS	Teachers HOURS PER PERSON	Aides NUMBER PERSONS	Aides HOURS PER PERSON	Others NUMBER PERSONS	Others HOURS PER PERSON
STUDENT SKILLS						
Art	27	2.3	20	3.8	4	9.5
Music	15	1.8	10	3.8	1	3.0
Math	48	1.2	35	2.7	2	3.5
Reading	83	2.4	60	2.9	6	2.7
Language Arts	125	2.9	81	2.2	12	2.2
Science/Social Science	53	.4	32	2.3	2	6.0
Occupations	5	1.0	3	.3	0	0
Recreation	10	1.4	14	4.1	8	9.0
TEACHER SKILLS						
Evaluation	16	3.9	20	1.2	1	5.0
Team Teaching	38	.6	46	1.6	15	4.1
Diagnosis and Individualization	30	4.6	28	5.0	1	1.0
Behavior Analysis	16	5.0	13	5.2	4	.5
Understanding Migrant Children	74	1.9	84	1.5	16	.8
Use of Aides	36	2.7	13	2.6	3	17.0
Material and Equipment	24	3.2	49	1.8	11	4.9
OTHER						
Program Planning	31	1.0	24	1.2	20	2.0
Hispano Culture	34	1.7	49	1.3	12	8.7
Indian Culture	6	.7	8	1.0	3	1.0
Nutrition	54	.6	56	.2	18	.8
Community Coordination	15	1.2	5	2.4	10	1.5
Parent Involvement	40	1.1	50	.7	30	1.8
Student Record Transfer System	86	.9	78	.9	46	1.4
General Orientation	75	.7	83	.9	33	1.2
Use of Family Contacts	34	2.6	20	2.8	42	.8

Note: This data was collected after the fact, and the number of hours per person by category should be considered only as suggestive, due to difficulties in allocating time to a standard set of topics.

The Mobile Units were frequently cited as providing excellent inservice assistance, particularly in cultural awareness, open classroom training, and materials training.

Family Contact Representative

The Family Contact Representative is one of the most important persons in Colorado's Migrant Education Program. This person is usually bilingual (78 percent of the 40 family contact workers were bilingual), and well informed about all community services available to migrants. She/he also knows locations, hours of operation, phone numbers, names of key persons, and schedules of any fees for all educational services.

The contact workers are also knowledgeable regarding arrival and departure patterns of migrant families and the numbers of migrant children in the areas.

A specific responsibility is to visit migrant families regularly. On these visits, the contact workers have opportunity to explain the school program and obtain information needed by the school. They also acquaint the families with the school and community services that are available to them, such as assistance in obtaining shoes, clothing, school supplies, and other necessities. They help in arranging for school bus transportation and many other details which make it possible for the children to attend school.

The contact representative visits classes often to discuss the educational processes with teachers. She/he then communicates appropriate information to parents, and may also ask the parents to visit the school.

These staff members are well informed on hearing and vision screening, and medical and dental checkups, and may help to arrange transportation to clinics, doctors,

and dentists. They follow up on professional services to insure that recommended therapy is implemented.

The importance of the contact worker is illustrated in the following quote from one program report:

"In one school, parent involvement in the program seemed very high. The contact worker was Mexican American and had very good rapport with the parents. During the time following a tornado, she stayed with the migrants. She took several mothers to the doctor to help them with planned parenthood. She maintained very close contact with parents concerning the school program. At one time, one girl got angry at one of the teachers, and this girl kept ten children from attending school the next day. Whereupon, that evening the contact worker visited the camp and explained to the mothers what was going on. The children were all back in school the next day. This illustrates the importance of good communication and parent involvement and support."

COMMUNITY

Parent and Community Involvement

Migrant parents participated in the Colorado Migrant Program. Parents and older brothers and sisters were employed in the program as teacher aides. Parents also participated by making their wishes known as members of advisory committees or councils and by interviews with the Family Contact person.

There was an increase in the number of Mexican Americans hired to work in food preparation in the programs, or the use of volunteers to learn food preparation and management and to prepare and/or assist in preparation of Mexican-American foods. As a result, much more ethnic (Mexican-American) food was served in all areas of the state in summer programs.

Parents were involved in the planning, and took part in, such activities as fiestas, "Back-to-School Night," "Achievement Night," and health clinics. Some mothers helped prepare the food for these activities. Parents Nights were very popular, as in former years. An example is Weld 6, Greeley: 600 parents and children participated.

Many volunteers, such as 4-H members, local high school students, etc., were utilized in the Migrant Program. Many organizations provided items such as clothing, health kits, and other necessities for migrant families and children.

Migrant Parents Advisory Councils are required by the Migrant Education Program in Colorado. Representation on committees may be in separate Migrant Parents Committees or subcommittees of district Title I ESEA Parents Advisory Councils.

Parent and community involvement is always less than desired, but over the years there has been noticeable improvement in cooperation on specifics, such as publicity or field trips, within most communities. There has also been an increasing development of social sensitivity to the migrant family situation.

DISSEMINATION

Materials developed by the Colorado Migrant Education Program are shared with other states through the United States Office of Education, and copies of Colorado publications are mailed to all local programs.

The local programs also benefit from materials developed by other states.

Worthwhile techniques for teaching migrant children are shared in statewide inservice education meetings and through Colorado Department of Education publications,

such as informational releases and teaching guides.

The Colorado Migrant Education Mobile Units videotaped exemplary activities and shared these with local districts and parents. The Mobile Units had commercial television coverage, and have provided articles which have appeared in newspapers in Colorado and other states.

Local districts produced newsletters and other publications, and these were used to share ideas. Some made up picture story booklets to explain their programs. Most received considerable newspaper coverage in the local newspapers.

PROGRAMS

Exemplary Projects

Exemplary projects are innovative or new approaches, either in the program for the student, or in the administration of a program which did, in fact, work. They are programs which could be recommended to other districts, depending on similarity of characteristics.

For instance, one project provided learning activities for migrant children on a local ranch. Children were bused to the ranch daily and spent the day in such activities as:

Observing branding of cattle;
Horsemanship;
Milking cows and goats;
Getting acquainted with farm animals and other animals, like ostriches, turtles, puppies, ducks, peacocks, quail, pheasants;
Horseback riding and fishing.

All these activities were integrated into language arts activities.

Some programs taught classes in Mexican dancing and the history of the different dances.

Three projects involved movement education to develop fine and gross motor coordination and to aid in following directions.

One project, located near a University, had a total of 68 volunteers. These consisted of 50 summer college students (6 in psychology, 25 special education teachers, and 19 in field experience classes), and 18 parent and high school volunteers.

Some of the programs employed older migrant youths in Neighborhood Youth Corps programs. The youths worked half-time and attended classes half-time.

Migrant parents were employed in nine centers to help prepare ethnic foods in the School Food Services programs.

One project developed a summer olympics, with other migrant programs invited to participate. The host program provided meals and sleeping accommodations for all participating children.

Teachers in three programs visited parents in their homes to explain and share with the parents the activities of the program, and to get acquainted and welcome the parents to the school program and community. All projects had family contact representatives.

One project provided facilities to house other agencies, such as Public Health, Migrant Ministry, Welfare, and the Colorado Migrant Council. This created easy access of services for the migrant family. Facilities were provided at no cost to the Migrant Program.

Two large programs each provided a vocational studies program for older boys and girls. The curriculum was designed in one-week and two-week blocks, and provided woodworking, sheetmetal, plastic, auto mechanics, occupational information, typing, and home economics.

Each program was asked to give an example of one component of its program believed notable and successful. They listed:

Development of an open classroom with diagnosis of skills and individualization. This helped the students to gain self-assurance, independance, responsibility, and enthusiasm (three schools cited this).

Interest center approach.

Music participation class involving language, math, reading, and motor activities.

Bilingual-bicultural history and language.

Ranch experience, home economics class, migrant olympics, motor skills (see above).

Coordination of community resources and services to give the child an understanding of the community.

New Programs

No new districts entered the Migrant Education Program during this year. Boulder Valley Re-2 did run a survey to consider the need for a special program in the future, while providing for Migrant Education within its Title I program. Each program was asked to state what services were provided in its program for the first time during 1971-72. Some of the new services or programs were due to change in schedule or student population, some were due to a realization or clarification of need, some were due to the development of support material and inservice training necessary for implementation, and some were just to try new approaches, replace a component, and keep some variety in the program.

Following is a list of new elements tried in one or more programs:

Individual Diagnosis and Teaching (4 programs)
Vocational Skills Training (4 programs)
Swimming Lessons (3 programs)

Bilingual-Bicultural Programs (2 programs)
Student Help in Preparation of Meals (2 programs)
Legal Aid
Housing Aid
Laundry Service (Swimming Suits, Towels)
Speech Therapy
Typing
Tutoring
Interest Centers
Year-Around Spanish-Speaking Aide
Indian-Speaking Aide
High School Student Aides
Pretaped Lessons
Homemade Academic Games
Ranch Experience
Hiking and Fishing Trips
Dance Classes

The majority of these new programs were already in effect in most projects.

PROGRAM INTEGRATION

During the regular terms, eligible migrant children are in the regular school program. Migrant Education funds support additional staff and materials for these classes or eligible groups. Typically, the Migrant Education Staff works with small groups (one to five children) in the same learning space as the rest of the children. See the section on Inter-Program Relationships for further comment. The various federal funds, such as Migrant Education or Title I, cover extra costs, which may include health programs, remedial specialists, fee payments in need cases, summer programs, and other elements within eligibility guidelines. These costs are above and beyond what the regular public school programs provide.

EQUIPMENT

There was no construction from Migrant Education funds in Colorado in the past year. The equipment purchased by district programs was used for direct instructional purposes for migrant children. It should be emphasized that the purchase of equipment and instructional materials was held to a minimum in Colorado. Title I equipment and instructional materials were utilized whenever possible. Many programs also used regular district equipment as part of their migrant programs.

INTERPROGRAM RELATIONSHIPS

WITH TITLE I: All programs reported that migrants were served, during the regular school year, by Title I specialists in remedial reading, speech, special education, and health services. In addition, supplies and equipment funded by Title I programs were shared to some extent by all eligible children. Migrant Education funds were not expended on nonmigrant Title I eligible children. In one district, the relatively few migrant children present in the summer were included in the Title I summer program.

WITH OTHER PROGRAMS: The State Legislature provided $170,000 for the education of migrant children in 1971-72. In addition, local school districts provided the basic education for migrant children during the regular school year through their own resources. While the regular schools were in session, the Migrant Education Program supported only those activities that were above and beyond the normal school program.

The coordination between these programs was extremely close, resulting in a comprehensive program, regardless of funding source.

The Colorado Migrant Education Program cooperated with

the following agencies, in coordinating many activities:

1. RED CROSS provided Friendship Boxes for migrant children.

2. The COUNCIL OF CHURCHES (MIGRANT MINISTRY) provided health kits, clothes, swimming suits, and, in some cases, transportation for migrant children and adults to the city to obtain health services that could not be provided in rural areas.

3. THE COLORADO DEPARTMENT OF PUBLIC HEALTH provided nurses, health and dental services, and health clinics for migrant children and adults under a contract between the Colorado Migrant Education Program of the Colorado Department of Education, the Colorado Migrant Council, and the Colorado Department of Public Health.

4. THE COLORADO MIGRANT COUNCIL, on a cooperative basis, provided educational services for children under five, and shared facilities, food services, transportation, and building operations on a prorated basis with the Migrant Education Program.

5. THE MIGRANT COALITION, which is an agency representing different migrant groups and agencies providing services to migrants, assisted in coordination and dissemination of information.

6. THE COLORADO DEPARTMENT OF SOCIAL SERVICES provided handbooks to migrants, showing where services were available.

7. TITLE I ESEA coordinated some services and equipment.

8. NEIGHBORHOOD YOUTH CORPS students were involved as aides in some programs.

9. ADULT BASIC EDUCATION projects in the districts provided night classes for adult migrants, funded by the ABE Program.

10. COUNTY WELFARE and HEALTH DEPARTMENTS helped by providing food stamps, child services, and some health services.

EVALUATION RESULTS

EFFECTIVENESS

Migrant Education progress was evaluated by each program, based on the original proposals, objectives, and the evaluation plan. Many forms of evaluation were used, mostly subjective and primarily focused on helping the individual child move from where he was to where he might get to, in the time available. Particularly in the regular term, the Migrant Education Program is only part of the impact on a child's development. Other objectives in areas such as health or community involvement have been discussed elsewhere in this report.

Each program reported on local evaluation of academic progress. *Table 7* indicates which teacher-made assessments were used and found useful. Nonacademic progress was mostly evaluated by teacher judgment in areas such as application, motor coordination, craftsmanship, social/peer situations, personal appearance, or learning game participation. Two districts used progress charts or performance lists, a step in the direction of sound evaluation. Also used were parent interviews, evaluation by a nurse, an attitude scale, and a sociometic analysis.

TABLE 7

TEACHER-MADE TESTS USED FOR ACADEMIC EVALUATION

TEST	NO. OF PROGRAMS WHICH TESTED	NO. OF PROGRAMS REPORTING FAVORABLY
Oral	19	19
Multiple Choice	14	9
Short Answer Problem Solving	13	11
Completion	12	10
Matching	12	8
Essay	9	5
True-False	7	4
Other (e.g., "Performance List")	2	2

The staff members of each program were satisfied they had extended their best efforts in meeting their program objectives, and more importantly, the needs for the individual child. See *Table 15* in the Appendix for a partial summary of services. Self-criticisms were more likely to be in program management, such as the need for more bilinguals, improved preservice training for new personnel, or improved community involvement and home impact. Relatively few empirical evaluations were run. Programs moving toward major emphasis on individualization collected many student performance records.

Mesa County District 51 (Grand Junction), as an example of objectives-oriented performance evaluation, developed 105 instructional objectives for their summer program in six areas: cultural heritage, vocational skills, health/physical activities, language, reading, and math. At the end of the summer, the student records from the seven-member staff indicated that 82 percent of the objectives had been reached.

Many of our Migrant Education goals are concerned with nonacademic student behaviors. Each program reported its assessment of these outcomes, and the summary is shown in *Table 6*. Only about two-thirds or fewer of the programs reported on any given behavior; thus, not all students were evaluated on all behaviors. Accuracy in self-evaluation, oral expression, concept of self, understanding oral instructions, and interest in school showed satisfying improvement. Written expression, understanding written instructions, educational aspirations, and anxiety showed the least improvement. Improvement was least necessary in cooperation and attendance. Attendance, it might be noted, was seen as good, particularly in the summer elementary programs, and both parents and children seemed enthusiastic about the programs.

Independent learning, stressed this year, showed much better gain than in the 1970-71 evaluation. Anxiety levels were judged as less satisfactory this year than in 1970-71, although only among the small subset of students reported upon.

TABLE 8

1971-72 CHANGE IN STUDENT BEHAVIORS

PUPIL BEHAVIOR	PERCENT CHANGE FOR BETTER	PERCENT NOT CHANGING OR FOR WORSE	PERCENT SATISFACTORY WITHOUT CHANGE	NUMBER EVALUATED
Participation with Group	63	7	30	1704
Responsibility in Completing Class Assignments	51	22	27	1391
Attentiveness in Class	53	27	20	1797
Creativity	59	15	26	1518
Interest in School	68	18	14	1622
Understanding Oral Instructions	68	24	8	1585
Understanding Written Instructions	48	37	15	1327
Accuracy in Self-Evaluation	85	6	9	387
Concept of Self	74	16	10	969
Enthusiasm for Subject	52	23	25	1564
Anxiety	49	35	16	376
Attendance	51	16	33	1553
Oral Expression	74	18	8	1542
Cooperation with Others	54	12	34	1529
Educational Aspirations	54	33	13	1122
Independent Learning	63	24	13	1403
Self-Assurance	60	30	10	932
Written Expression	49	39	12	1323
	59%	22%	19%	23,644

The Migrant Student Record Transfer System produced month-by-month summaries for Colorado. The record includes an evaluation of the student's skill level in several academic areas, based on whatever assessment is made by the transferring or most recent school. *Table 9* shows the distribution of skill levels. While the proportion of transfers rated as skilled in any month was small (0 percent to 26 percent), the proportion evaluated as average or better was well over half (23 percent to 75 percent). The greatest difficulties were found in composition and math concepts, both of which involve reading and writing, which are obvious problem areas for those with English as a second language.

TABLE 9

1971-72

PERCENTAGE OF STUDENTS REPORTED EACH MONTH BY THE MIGRANT STUDENT RECORD TRANSFER SYSTEM IN VARIOUS ACADEMIC SKILL LEVELS FOR THE TOTAL STATE

	SKILL LEVEL					
	HAS DIFFICULTY		AVERAGE		SKILLED	
ACADEMIC AREA	Md[a]	Range[b]	Md	Range	Md	Range
MATH COMPUTATION	36%	25-63%	51%	28-66%	9%	1-26%
MATH CONCEPTS	42%	33-68%	51%	23-55%	7%	0-13%
COMPOSITION	47%	38-77%	49%	16-55%	4%	1-11%
SCIENCE	41%	32-59%	55%	31-62%	3%	0-15%
SOCIAL STUDIES	41%	32-59%	53%	40-64%	3%	0-15%

a. Md is the median value for the percentage of students reported in the particular category over the 12 months of statewide totals.

b. Range is the range of percentages reported for the category over the 12-month period September, 1971, to August, 1972.

ATTITUDES

Each program reported its assessment of attitudes toward migrants, based mainly on a subjective summing of all kinds of input. Two-thirds of the programs reported the attitudes of their staff toward migrant children had improved; 48 percent reported the attitudes of their communities toward migrant children had improved; while only 38 percent reported the attitudes of the community toward migrants in general showed improvement.

The teacher rating is somewhat deceptive, as all program staff members were selected because of sympathy to the goals and needs of Migrant Education. One program noted it no longer observes nonverbal teacher responses of resistance to teaching in the program. The most common response was that the teachers were shifting from a general empathy to a specific understanding of the migrant child and how to meet his needs. Personnel of one program noted they used to hear teachers refer to "those kids," and now it is "Peter; Maria." The two sources most cited for improving teacher response were ability to select staff from among surplus applications, and in-service training that provided cultural awareness and specific skills. Positive response and learning from the child has reinforced the realization of teachers that the migrant child can learn just like any other child.

The program staffs report that each year they g more help from the community (e.g., donations or fi id trip assistance), more volunteers and interested calls, and occasional support from the landowner. A remark from one program indicated that community parents had called, inquiring if their child might go to the Migrant Summer School, whereas, in the past the parents probably would have been insulted to have been asked. Community

involvement and media publicity are seen as two sources for this change, as well as the obvious responsiveness of the children. However, the program personnel were not as well informed about the community response to migrants generally, and the reports indicate variation across communities. Some reported increased acceptance of the migrant family socially and culturally, for instance in removal of swimming pool restrictions. Another favorable item noted that stores are hiring bilingual clerks. In one community, there had been a setback due to a court suit between migrants and beet growers, which had cooled community attitudes somewhat.

COSTS

Effective cost-effect allocation of resources cannot be determined in a program as highly integrated as the Migrant Education Program. However, each program did report not only its costs, but also the cost by semester and the number of student days involved. Program budgets ranged from $3,600 to $260,000. Costs per student per semester ranged from $20 to $112 in the regular term, and $80 to $380 in the summer term. See *Table 16* for a statewide summary of expenditures.

Probably a fairer cost breakdown, due to the frequent transfer of children, is cost-per-student day. Average days of attendance per child in the fall and spring semester ranged, across projects, from 12 to 75 days, and during the summer term it ranged from 8 to 50 days. The cost-per-student day, over the 17 projects with usable data, averaged $11.15. The actual cost, or dollar effort, for each child, is something else, since all programs made extensive use of other resources, such as school equipment, administrator time, overhead, mobile units, health programs, other Title I funds, etc. Additional variations across programs would be found in salary scales for professionals and aides.

REVIEW OF 1970-71

The state educational agency recommended that certain areas needed to be strengthened, based on the 1970-71 evaluation. During 1971-72, the state educational agency made a concentrated effort to improve and strengthen the identified areas. Following are the results of these efforts. The identified need is presented first, and then the result.

NEED: Additional bilingual staff should be added.

RESULT: There was an increase of bilingual staff over the number of the previous year (1970-71). In 1971-72, 42 percent of the employed staff spoke Spanish, compared with 38 percent in 1970-71. About 70 percent of employed teacher aides and about 77 percent of the family contact persons were bilingual.

NEED: Increase high school and vocational awareness offerings for older migrant students in summer programs.

RESULT: Most of the local programs offered shop and homemaking courses. Two programs offered night classes for older migrant children. Three of the larger programs offered typing, auto mechanics, plastics, and shop courses. Some programs employed migrant children in Neighborhood Youth Corps programs half days and the children attended school the other half. Two employed older migrant youths as teacher aides. It is difficult to get the older migrant child enrolled in school, because the family's main purpose for being in the state is to work the crops, and older youths do so.

NEED: Increase enrollment of older migrant students.

RESULT: The summer enrollment of older migrant youth (grades 8-12) increased by

84 percent over the previous year (94 to 173).

NEED: To improve the Foods and Nutrition Education program by providing:

Expanded menu plans, which will be shared with all staff members, and the serving of more of the ethnic food items;

More inservice to stress:

- Nutrition knowledge.
- Teaching activities and materials.
- Importance of the need for teachers to share mealtime with their students.

RESULT: More menu plans which provided menus and recipes to include the serving of more ethnic foods. There were inservice workshops over the state providing nutritional information, menu planning, and nutrition education. A nutrition aide on the Mobile Unit provided teaching materials and taught many classes on the topic of food and nutrition to the summer school and health service staff. Teachers and aides, in many cases, did share mealtime with the students.

NEED: Expand the organized bilingual program.

RESULT: During 1971-72, local programs that had a Title VII Bilingual-Bicultural program during the regular school year were encouraged to and did hire trained staff from this program to teach in the migrant bilingual programs during the summer. Four programs that did not have a Title VII program during the regular school year hired trained bilingual-bicultural teachers. Others had difficulties trying to hire certified bilingual-bicultural teachers.

SUPPORT SERVICES

HEALTH

The Colorado Department of Health provided a program in medical/nursing/dental health care for the Summer Migrant Education Program, using Title I Migrant Education moneys. Separate reports were submitted for the medical/nursing activities and the dental program. The health care program was budgeted basically for 2500 students at $8 per child for physician services, $5 per child for nursing services, and $11 per child for dental services. Because of reduced dental enrollment screening (2004 children) and higher treatment costs, the actual dental costs averaged $17 per child overall and $53 per child for the 641 children who needed treatment.

MEDICAL CARE

Primary Health Care by Migrant Nurses: In the spring of 1972, the migrant nurses were again given an intensive two-week training program in the expanded role of the nurse. The course was conducted by the Continuing Education Program of the University of Colorado School of Nursing, in conjunction with the University of Colorado Medical School. The purpose of the course was to prepare the nurses to do more indepth screening of patients with complaints of physical ailments, and to treat those which were of a minor nature. This enabled the physicians to see only those migrant patients with the more serious problems.

Physician Services: The Migrant Health Program of the Colorado Department of Health contracted with a few physicians in 1972 to provide care to all migrant patients referred by the nurse. These physicians were paid a contracted sum, regardless of the number of patients

served. In-hospital care of patients by these physicians was included as well. Other physicians agreed to accept a fee of $5 per visit, with $3 for a repeat visit for the same ailment. There was a charge of $2 for each injection. Physicians who did not agree to the above plans did see patients in their offices for their usual and customary fee for care. In some areas, these were the only physicians available, and patients who needed medical care were sent to them. There was no control over the amount these physicians charged for their services.

Family Medical Clinics: In some areas, clinics were conducted weekends or evenings to accommodate the migrant families needing medical care. Various plans of recruiting and paying physicians were utilized. Some physicians volunteered, some were paid an hourly fee, and some, who used their own office buildings and equipment, were paid a fee for service.

Student Health Team Members: Sponsored by the University of Colorado Medical School, under the direction of Dr. Steve Barnett, there were many students working in the health program in migrant areas. The student members were from schools of nursing, medicine, pharmacy, and dentistry. The students worked closely with the migrant nurses.

Nursing Service: The nurses appreciated the quality of the school personnel in almost every instance. They also recognized the frustration of caring for children with health problems within such a limited period as migrant life-style affords.

There was a high incidence of streptococcus infection this year. The nurses did many throat cultures and cultured all family contacts whenever a "positive"

occurred in the school child. Bicillin was used freely to treat these infections. With a stable population, oral penicillin is used often and is cheaper. With migrant children, whom they might not see again, physicians prefer the injection, in order to insure a cure and prevent complications, such as rheumatic fever, kidney infection, etc. Much of the bicillin was supplied by the Epidemiology Section of the Colorado Department of Health. When the state supply was low or nonexistent, the nurses purchased bicillin locally to have it to treat the children as they needed it. The nurses spent much of their time in the treatment of the streptococcus infections.

The Audiology Section of the Colorado Department of Health participated in the hearing screening programs of many areas. They tested over one thousand school children in the summer migrant schools.

The Tuberculosis Section of the Colorado Department of Health furnished the materials for tuberculosis testing of the school children. Diagnostic first X rays were paid for through this section. No new cases of tuberculosis were found this year.

Vision screening is always a major function of school health services. It was found that many glasses were prescribed and furnished in schools that have a high enrollment of home-based migrants. This would indicate that their needs for glasses were not filled during the regular school term, which all attended previous to the summer enrollment.

Immunizations were not done in any great number this year. In many areas, the nurse was awaiting the health record to ascertain which ones were needed. They have been cautioned by physicians to avoid over-immunizing. Records were either not available or not

complete. In a few areas, the children were given immunizations in clinics or at local Health Department offices. These, for some reason, did not reach the summary for each school.

Table 10 presents a summary of the major screening and immunization activities.

TABLE 10

1972 MIGRANT SCHOOL HEALTH PROGRAM

AREA	VISION TESTS	REFERRALS	HEARING TESTS	REFERRALS	TUBERCULOSIS TESTS	POSITIVE FINDINGS	M.D. VISITS	CLINIC VISITS	IMMUNIZATIONS DPT	POLIO	M-R	DT
Arkansas Valley	384	59	370	23	272	0	183		2	5	5	5
Northern Area	1,012	125	1,061	35	1,052	0	243	168	20	44	25	26 45
San Luis Valley	42	8	25	0	0	0	7	39	0	0	0	0 0
Western Slope	24	5	31	5	21	2	7	0		8	4	4 25
	1,462	197	1,487	63	1,345	2	440	207	22	57	34	35 75

DENTAL HEALTH

The Migrant Program Dental Hygienist of the Colorado Department of Public Health, upon request from the administration of the Colorado Department of Education, provided dental health services to school-age children in migrant summer schools. A total of 27 schools were included in the program in four areas of the state: Northern Colorado, the Arkansas Valley, the Western Slope, and the San Luis Valley. Using materials provided by the project, schools conducted "brushins," using a special high fluoride toothpaste application. The Program Dental Hygienist visited the schools and conducted a dental inspection on each child. Those children in need of dental care were referred to local dentists working with the program for dental treatment. Dentists were reimbursed on a fee-for-treatment basis, according to the Veteran's Administration fee schedule. The Colorado Department of Education, through contract with the Colorado Department of Public Health, provided the funds spent on migrant

children under the program.

A total of 2,004 migrant school children were examined, the majority being 5 to 12 years old. Some 835 children (42 percent) were in need of dental care. Forty percent of the children had previously received dental treatment. A total of 641 children, or 32 percent of the children included in the program, received professional dental care through the funds of the Colorado Department of Education. This was 77 percent of the children who needed dental care. All children who needed emergency care (245) received it.

Table 11 indicates the dental screening results over the past six years:

TABLE 11

DENTAL EXAMINATIONS, NEEDS, AND TREATMENT

YEAR	NUMBER EXAMINED	PERCENT NEEDING TREATMENT	PERCENT NEEDING AND RECEIVING TREATMENT
1967	1411	59	39
1968	1824	55	56
1969	2018	46	54
1970	2106	46	64
1971	2266	41	52
1972	2004	42	77

Dental Health Recommendations from Department of Health:

1. Based upon the estimated total treatment costs, the budget for dental care should be increased to a minimum of $10.50 per child enrolled. Because of a drastic cutback in Colorado Department of Public Health funds for dental care, very little from this source is available for children. Emergency care for children and adults receives first priority.

2. The Migrant Program Dental Hygienist should be informed as soon as possible of the coming year's program. Because of the limited availability of professional time from local dentists, the dental hygienist must begin by early March to make initial contacts with dentists in each of the towns. She needs to know the number and location of schools, number of children expected to be enrolled, and dates of the school sessions, to enable her to arrange sufficient appointment times with the local dentists.

3. Arrangements should be made for the dental hygienist to attend staff training sessions prior to program operations. Direct explanation of the dental program, forms, and educational materials by the hygienist to staff members of the migrant schools may eliminate unnecessary problems during the actual program.

4. Local education agencies should supply toothbrushes and toothpaste to all children enrolled in the program. If at all possible, time should be allowed during the day for toothbrushing after meals, under the supervision of staff members. The dental hygienist is available for assistance in ordering these educational materials.

5. It is vital for effective results of the dental program that channels of communication be established and maintained between the migrant school administrations, migrant center personnel, and Migrant Program Dental Hygienist.

6. The employment of another dental hygienist during the peak season would insure a more complete program. With more than one hygienist covering the state, more of the children could be screened, and as a result, receive dental care. Screenings could be conducted as

often as necessary in each center as the enrollment fluctuates. Direct dental health education could be given in each center. Dental hygiene students from Rangely College are available to work with the 1973 Summer program if funds for a supervising hygienist can be located. They would provide direct care services to migrant school children, including prophylaxis and fluoride applications.

7. A budget item should be included for purchase of materials and supplies for the fluoride program. The average cost per child is 20¢. The program should be made available to all children enrolled in the schools.

MOBILE UNITS

Migrant Education Mobile Units operated out of Colorado State University at Fort Collins, the University of Colorado at Boulder, and Southern Colorado State College at Pueblo. All three units operated during both regular term and summer term.

These units provided the major input for preservice, inservice, and materials. The Appendix contains an illustration of the Southern Colorado State College Mobile Unit. All Program schools were served. The districts reported a mean of 2.2 visits per program in the summer. The Mobile Units and auxilliary cars at Colorado State University, for example, drove nearly twenty-five thousand miles during the year.

GENERAL PROGRAM

The Mobile Units provide screening programs, in addition to classroom materials and training programs. Colorado State University gave visual tests to 564 children (158 were referred further) and the University of Colorado gave 1,326 vision tests. Hearing tests were given to 451 children by Colorado State University (95 referred further), and the University of Colorado gave 215 hearing tests. Reading diagnosis tests were given to 512 students. Less screening was done this year than in 1970-71. Many of the migrant students, of course, return each year and do not need repeated screenings. *Tables 12* and *13* indicate the workshops held and programs visited, as reported by the Mobile Units. Some variation in reports between the schools and the Mobile Units may be attributed to differing definitions of the variables being counted.

TABLE 12

WORKSHOPS AND ATTENDANCE BY MOBILE UNIT

		CSU	U OF C	SCSC	TOTAL
No. Workshops.....		7	24	67	98
Attendance:	Teachers.....	72	472	178	722
	Aides.....	41	71	52	164
	Administrators	9	25	25	59
	Others.....	800	20	8	828
		922	588	263	1773

TABLE 13

NUMBER OF VISITS TO SCHOOLS OR DISTRICTS

	CSU	U OF C	SCSC	TOTAL
Regular School Year				
No. Schools:	17	7	17	
No. Visits:	50	44	115	209
Summer Program				
No. Schools:	22	8	12	
No. Visits:	51	82	77	210

OBJECTIVES

Objectives for the Mobile Units may be expressed as Southern Colorado State College states them for their project:

1. *Assisting in the planning and coordination of migrant programs.*

2. *Improving staff diagnostic and prescriptive processes through inservice demonstrations, such as Team Teaching, Individualized Instruction, Linguistic Approach to Reading Instruction, Language Experience Approach to Reading.*

3. *Assisting in intercultural awareness.*

4. *Assisting schools in encouraging more parental involvement.*

5. *Assisting schools in fostering more staff involvement in the migrant community.*

6. *Helping to facilitate the use of the National Migrant Student Record Transfer System.*

7. *Assisting in the evaluation and selection of appropriate educational materials--the Mobile Unit materials, which may be checked out by teachers and used in classrooms for a period of time.*

8. *Promoting idea exchanges between migrant programs.*

9. *Aiding in the screening of migrant children for sight and hearing problems.*

COLORADO STATE UNIVERSITY REPORT

The primary objective of the 1972 Colorado State University Summer Mobile Unit Program was to fill some of the needs of the local migrant schools, as they themselves saw them. In order to accomplish this objective, the Mobile Unit developed considerable flexibility in meshing its efforts with the local school programs. Each member of the Mobile Unit staff was required to fill a variety of roles and functions. This requirement produced a team of specialists who worked closely with each other and the local programs. This feeling of closeness and of teamwork formed a backdrop for the educational activities that were provided. This was educational in itself. The Colorado migrant schools enjoyed and utilized the expertise provided by the Mobile Units and suggested that these services be provided on a more extensive basis.

The Northeastern Colorado migrant schools also reacted favorably to the idea of having the Mobile Unit

Program sponsor a Summer Mountain Recreation Center for the older students in the summer programs in 1973. The Center would utilize the accessibility of plant and animal life to teach basic biological and ecological science. In the process, the students would be encouraged to develop observation and research skills. They would also be expected to assist in camp maintenance, which would provide a basis for reinforcing personal habits of basic responsibility and hygiene.

Another service projected by the Mobile Unit staff for the 1973 Summer Program involves the use of a resource person in the area of Vocational and Academic Counseling. The Northeastern Colorado migrant schools feel that basic information and encouragement concerning vocational opportunities and requirements is essential in launching an effective campaign against the high dropout rate and poorly paid skills prevalent among migrant youth. The Mobile Unit staff realizes that this step is not a panacea, but hopes that it will be a beginning.

All the Northeastern Colorado migrant schools appeared to operate successful summer programs in 1972. Each of the programs employed some individual creative techniques and activities for their students. Each school was responsive to the Mobile Unit services, utilized them extensively, and expressed appreciation for the resources, staff, and activities provided by the Mobile Unit.

From their observations of the summer migrant programs in Northeastern Colorado, however, the Migrant Mobile Unit staff felt that some schools could benefit by making more extensive use of the preservice and inservice teacher and teacher aide training available through the Mobile Unit. Although all schools are aware of this

service, some have not utilized this aspect of the Mobile Unit program as extensively as the Mobile Unit staff would wish.

UNIVERSITY OF COLORADO REPORT

The University of Colorado Migrant Education Mobile Unit operated in Central Colorado. The project emphasizes the improvement of teaching, with particular emphasis on language. Good rapport was established, and teachers were responsive to various ideas.

A research effort sponsored by the Mobile Unit stressed the importance of the child's self-concept or self-image in school achievement. The 1971-72 training experience also has led to a plan to implement inservice workshops for university credit in 1972-73. Teacher motivation clearly went up when credit was offered. For the summer of 1973, a priority is going to be high quality consultants available for extended periods of time, rather than one day at a time, particularly in the outlying eastern districts.

SOUTHERN COLORADO STATE COLLEGE REPORT

Our individualization focus for migrant children involved working with teachers, using in-class videotaping and critique, diagnostic training, in-class backup the first week, and follow-up. What was our scorecard, using this approach of preservice/inservice training for the summer of 1972? Based on feedback from written evaluation, consultant observation, and Mobile Unit staff observation, we can honestly say that this approach:

- ✓ Made very great improvements in five summer migrant schools;
- ✓ Was responsible for a moderate amount of change in three other migrant schools;

✓ Did not cause much change in three migrant schools.

It should be pointed out that some of the programs which were changed moderately or very little did not require much improvement. But as far as individualization goes, we are convinced that we are on the right track. There should be much more development in some schools next summer.

Delivering materials to teachers to use in their classrooms for a period of time, rather than having the teachers attend a workshop on materials, is many times more effective in bringing about desired change in teachers. It had better be, or else it would be hard to justify the enormous expense for the mobile van to tote the materials around. Without this important function, the Mobile Unit program probably could be operated out of a station wagon. How else could 12 summer migrant programs in our area receive 820 items to use in their classrooms with their children? To have these materials, many of which are culturally oriented or bilingual, properly demonstrated by consultants or the Mobile Unit staff also tends to enhance the value of this Mobile Unit service.

Several of our more traditionally oriented program staffs felt they were doing just fine until they saw the "idea videotapes" during their planning sessions. These idea videotapes, made from a videotape of strong points of the previous year's summer migrant programs, constituted another important factor in bringing about desirable change in several of the summer migrant programs. Talking about exciting things happening in summer migrant programs is one thing, but seeing it happen has a much greater impact. By showing these idea videotapes to all of the administrators and staffs of the summer migrant

programs in the Southern Colorado State College area during the planning stages of each program, we were indirectly providing a high standard against which they could measure their plans and approaches. In search of yet higher standards, we visited and videotaped migrant programs in other areas of the state, and we plan to visit and videotape programs in Arizona and Texas. Incidentally, it took about 200 manhours (not including the time it took to shoot the videotape) to develop the idea videotape of last summer's programs.

When we were planning with the school administrators for the summer of 1972, we attempted to stress the fact that one important factor to be considered in hiring open-minded staff for their migrant programs should be a staff member's willingness to go out and visit migrant families in their homes. From the amount of staff involvement with migrant families, which occurred last year in most of the migrant programs, it looks as though we are really going to stress this point again.

Two programs where the teaching staff did take part in home visitation activities had tremendous Parents Nights. The Mobile Unit participated in two activities which involved staff from the school putting on successful demonstrations in the migrant camps.

We, on the Southern Colorado State College staff of the Migrant Education Mobile Unit, were very proud of our accomplishments and the evaluations which we received from the summer migrant programs we served, but there is still much work to do, as shown below:

- The use of consultants in a manner similar to the past will be continued. Teams may be used when we work with larger schools, and cost-sharing will be encouraged. We have met with our consultants already, and discussed such things as the need to

concentrate our activities more on the aides, and for more pre-service activities.

- We will continue to emphasize the development of individualized instruction in our program.
- We will strengthen the cultural awareness portion of our services by hiring a cross-cultural specialist to work with all of the programs in the area.
- We will strengthen our oral language development and music services.

EVALUATION OF MOBILE UNITS BY SCHOOLS

Each school district program was asked about the services it received from the Mobile Units. *Table 14* indicates the number of programs served:

TABLE 14

NUMBER OF LOCAL PROJECTS RECEIVING VARIOUS MOBILE UNIT SERVICES

In Order of Frequency	NO. PROJECTS RECEIVING SERVICE Fall	Spring	Summer
Materials Demonstration----	10	8	18
Inservice/Preservice-------	2	7	17
Public Relations-----------	5	2	15
Diagnosis/Screening--------	3	1	10
Coordination of Programs---	2	3	9
Communications-------------	2	1	8
Other----------------------	1	1	6

The most frequently cited benefits from the Mobile Units were in material availability and demonstration, and in screening. Probably more profound influences reported were in the areas of motivation, cultural sensitizing, exciting teachers about new approaches, and specific help in individualization and open classroom

development. The programs rated the Mobile Unit services, and 65 percent rated them better than adequate, while 95 percent rated them as adequate or better. Only one program felt that the Mobile Units had nothing to add to their school system. Improvements recommended included more visits, more materials, and more focus on concepts and process, rather than materials.

MIGRANT STUDENT RECORD TRANSFER SYSTEM

The Record Transfer System did not receive good marks. It was rated more than adequate by 28 percent and less than adequate by 48 percent. Three programs specifically noted that returns were faster this year, but seven reported the information to be too slow to be usable. Four felt the information was used, and that it was valuable in placement, while three programs found the information inaccurate or too incomplete.

Since the reporting form is changing and evolving as time goes on, summary responses may have limited value. A pertinent suggestion was made by the Prowers County School District Re-1: Educators there feel responsible for the educational continuity for each pupil. Therefore they wish to receive a reply from the Data Bank to indicate whether or not a student has reentered the educational system.

S U M M A R Y

For nearly twenty years, Colorado has had an identified program for the education of migrant children. For the last six years, federal funds have allowed expansion of this program. In 1971-72, two thousand to three thousand students were enrolled in the Colorado Migrant Education Program each semester or summer term, in 21 different program areas, covering 42 school districts. About 85 percent of these children were in the elementary grades. About one-third of the regular term students and two-thirds of the summer term students came from out-of-state (mostly Texas). About 80 percent of the migrant student attendance days occurred during the regular school year, when the children were part of the regular teaching program and the program funds were used for special supplementing resources for these children.

Extensive health screening and services were again provided in the Colorado Migrant Education Program. This area has to be considered as one of the strong points for the program.

That migrant children possess individual learner needs which must be met is becoming more evident in many migrant education programs. Supervisory and instructional staff is increasingly aware of this. In-service training for program staff, especially by the Migrant Mobile Unit directors, in providing individualized instruction, improving the migrant child's self-

concept as a capable, effective person, cultural awareness, and bilingual teaching methods were key factors to be stressed this year and next. The results of these efforts were evident in observed classroom activities and in the "atmosphere" of programs. Teachers have established learning centers and flexibility of instructional materials and how they were used. Increased curriculum or program areas were offered (e.g.,dancing, singing, food) to incorporate cultural awareness.

Where criterion-referenced assessments were made, the programs reported strong results. Norm-referenced assessments or standardized testing were not carried out often for evaluation purposes, although standard tests were used extensively for student diagnosis and placement. Noncognitive student behaviors showed strength or improvement, based on subjective assessment, in the areas of independent learning, cooperation, attendance, accuracy in self-evaluation, oral expression, self-concept, and interest in school.

Attitudes of students, migrant parents, teachers, and the community have been reported as improving each year, as more people become aware of the individual needs and strengths of the child. Dissemination and community and parent development work are credited with helping these attitude changes.

Average days of attendance per student varied widely from location to location. The cost per student day in the Migrant Education Program for the whole state was $1.42 during the regular school year, and $11.15 during the summer. Many additional costs, of course, were absorbed by the regular school budget.

Recommendations

1. Continue to increase the proportion of the staff able to speak the language of the child, particularly teachers.

2. Increase the opportunity to explore work/career education and experience through vocational awareness courses or community programs.

3. Increase the volunteer or employed use of migrant parents in the Migrant Education Program, and encourage them to continue their involvement as they move to new locations.

4. Continue to expand the organized bilingual-bicultural program.

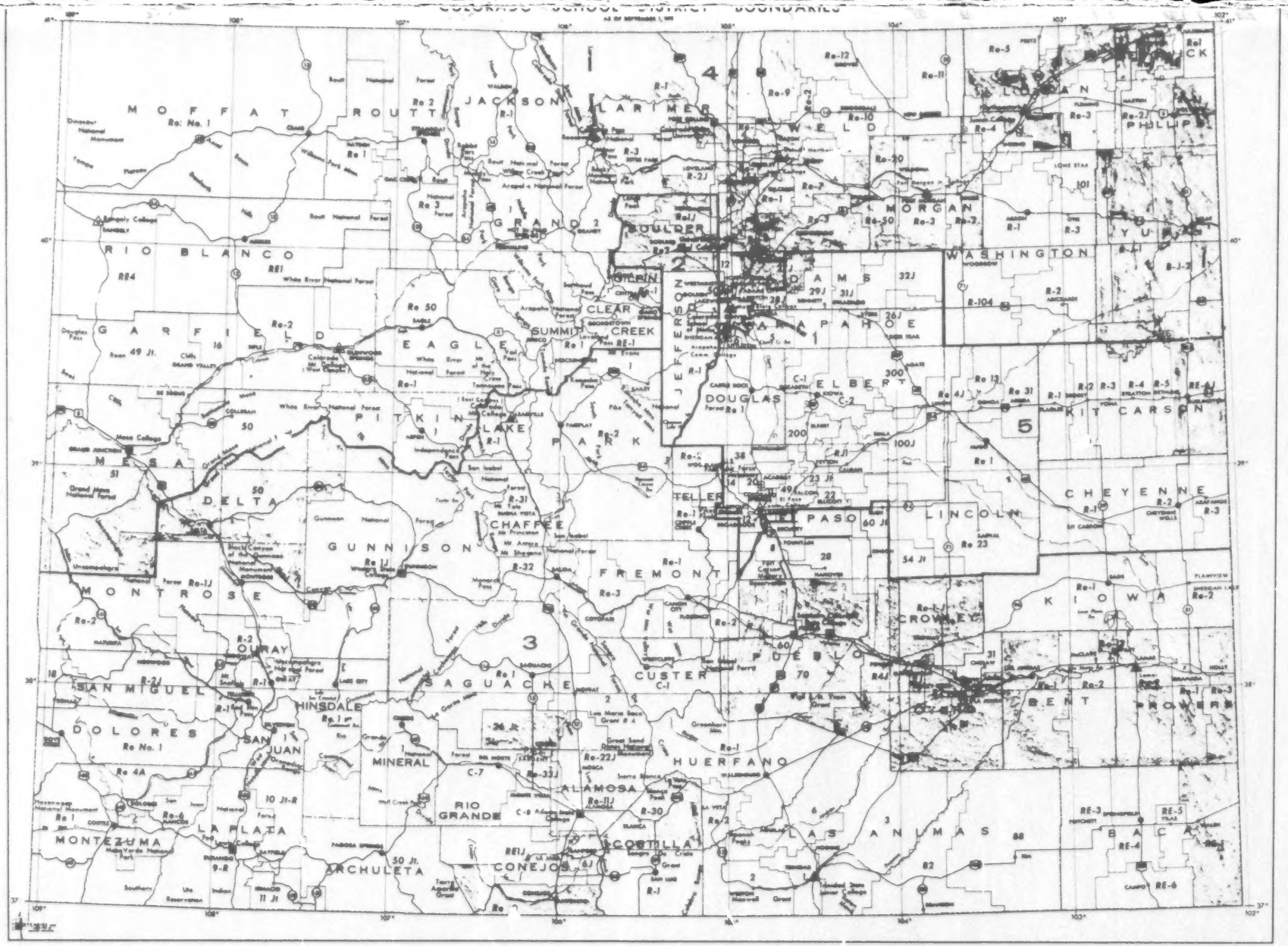
5. Increase the cooperation and coordination between states and districts by identifying program elements in various districts in both Colorado and Texas, and communicating this information to the local agencies.

6. Encourage programs to adopt the following food and nutrition goals:

   - ✓ Inservice education in nutrition;
   - ✓ Parent involvement in nutrition information, consumer-buying education, and food preparation;
   - ✓ Staff (teachers and aides) sharing mealtime with their students;
   - ✓ Menus with ethnic foods, and identification for students of nutritional values in various foods.

7. Move toward a more timely and relevant Migrant Education Program evaluation, based on both state goals with common reports, and on specific program goals with individual status reports.

A P P E N D I X


COLORADO SCHOOL DISTRICT BOUNDARIES
AS OF SEPTEMBER 1, 1971
MOFFAT
ROUTT
JACKSON
LARIMER
WELD
LOGAN
PHILLIPS
RIO BLANCO
GRAND
BOULDER
MORGAN
YUMA
WASHINGTON
GARFIELD
EAGLE
SUMMIT
CLEAR CREEK
JEFFERSON
ADAMS
ARAPAHOE
DOUGLAS
ELBERT
KIT CARSON
PITKIN
LAKE
PARK
TELLER
EL PASO
LINCOLN
CHEYENNE
MESA
DELTA
GUNNISON
CHAFFEE
FREMONT
MONTROSE
OURAY
SAN MIGUEL
HINSDALE
SAGUACHE
CUSTER
PUEBLO
CROWLEY
KIOWA
BENT
PROWERS
DOLORES
SAN JUAN
MINERAL
HUERFANO
ALAMOSA
RIO GRANDE
MONTEZUMA
LA PLATA
ARCHULETA
CONEJOS
COSTILLA
LAS ANIMAS
BACA
1
2
3
4
5

50
55

Colorado Department of Education
Special Programs Unit

Migrant Education Program
Title I ESEA

APPLICATION / AUTHORIZATION FOR ENROLLMENT
IN THE MIGRANT EDUCATION PROGRAM

I APPLICATION

NAME: _____ / _____ / _____
Last *First* *Middle*

BIRTHDATE: ___/___/___ BIRTHPLACE: _____
Mo. Day Yr.

VERIFICATION
___Birth Cert.
___Documentation
___Other
___None

FATHER'S NAME: _____

ADDRESS: _____

OCCUPATION: ___Harvesting (hand) ___Harvesting (machine)
___Equipment Operator ___Land Cultivation ___Other

MOTHER'S NAME: _____

OCCUPATION, IF EMPLOYED _____

FAMILY HOMEBASE ADDRESS: _____ ZIP _____

NAME OF CREW LEADER OR LANDOWNER _____

WHERE WILL FAMILY RETURN TO AT END OF WORK SEASON? _____

HOW LONG HAS FAMILY RESIDED IN THIS SCHOOL DISTRICT? _____

SCHOOL PREVIOUSLY ATTENDED: _____
Name

_____ / _____ / _____
City *State* *Zip*

I hereby give permission for my child to receive emergency medical care by a licensed physician if such care becomes necessary:

_____
Signature of parent or legally responsible person

II AUTHORIZATION

SCHOOL: _____

I.D. CODE: _____ ADDRESS: _____ ZIP: _____

LENGTH OF SCHOOL TERM: _____ days ENROLLMENT DATE: ___/___/___

In agreement with the definitions on the reverse side of this form, I consent to the enrollment in the Migrant Education Program of the student named in the Application above. The student is eligible under the category checked:

____Interstate Migrant ____Intrastate Migrant ____5-Year Eligibility

_____ /
Signature of School Official Date

ede 145

12-71

Following is the only definition which can be used in placing children in Migrant Education Programs:

> A migratory child of a migratory agricultural worker is a child who has moved with his family from one school district to another during the past year, in order that the parent or other members of his immediate family might secure employment in agriculture or in related food processing activities.
>
> INTERSTATE MIGRANT: A child who has moved with a parent or guardian from one state to another within the past year, in order that the parent or guardian might secure employment in agriculture, is classified as an *Interstate Migrant.*
>
> INTRASTATE MIGRANT: A child who has moved with a parent or guardian from one school district to another within the state during the past year, so that the parent or guardian might secure employment in agriculture, is classified as an *Intrastate Migrant.*
>
> FIVE-YEAR ELIGIBILITY PROVISION: Should a family meeting either of the above conditions decide not to continue to follow the crops, but to settle in a given community, a child in such a family may be considered eligible to participate *(on a space-available basis, provided his needs can be met by participating in the ongoing program designed for interstate and intrastate migrants)* in projects funded under Public Law 89-750, for a period of five years, with written consent of the parents.

The intent of Public Law 89-750 is to provide supplementary educational and supportive services to those migratory children who accompany their parents or guardians who follow the crops, and who are thus deprived of the opportunity of a full term in school. Therefore State priorities under Public Law 89-750 are directed to programs for interstate and intrastate migratory children. Projects under Public Law 89-750 are not to be specifically designed and funded for children in category concerning Five-Year Eligibility Provision. ¤

Southern Colorado State College — Pueblo, Colorado

E.S.E.A. Title I Migrant Education Mobile Unit

(Sponsored by the Colorado Department of Education Under Contract to the Research Services Institute of SCSC)

THE PURPOSE OF THE MOBILE UNIT IS TO ASSIST SCHOOLS WITH MIGRANT PROGRAMS IN THE ARKANSAS VALLEY, SAN LUIS VALLEY, AND WESTERN SLOPE OF COLORADO BY:

(1) Assisting in the planning and coordination of migrant programs

(2) Improving staff diagnostic and prescriptive processes through inservice demonstrations. (Such as: Team Teaching, Individualized Instruction, Linguistic approach to Reading Instruction, Language Experience Approach to Reading, etc.)

(3) Assisting in intercultural awareness

(4) Assisting schools in encouraging more parental involvement

(5) Assisting schools in fostering more staff involvement in the migrant community

(6) Helping to facilitate the use of the National Migrant Student Record Transfer System

(7) Assisting in the evaluation and selection of appropriate educational materials . . . the mobile unit contains materials which may be checked out by teachers and used in classrooms for a period of time

(8) Promoting idea exchanges between migrant programs

(9) Aiding in the screening of migrant children for sight and hearing problems

FOR FURTHER INFORMATION CONTACT:

Karl Lund, Mobile Unit Director
Room B-107, Belmont Residence Hall, SCSC
2200 N. Bonforte Blvd.
Pueblo, Colorado 81001
Phone: 303 549-2376, if no answer or busy call 549-2284

OR

Dr. Roy McCanne, Project Director
Room L 509, Belmont Campus
Southern Colorado State College
Pueblo, Colorado 81001
Phone: 303—549-2759

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TABLE 15

SUMMARY OF SERVICES AND ACTIVITIES PROVIDED TO MIGRANT CHILDREN IN COLORADO
1971—72

SERVICES AND ACTIVITIES	CHILDREN RECEIVING SERVICE					
	REGULAR TERM			SUMMER TERM, 1972		
	KINDERGARTEN	ELEMENTARY	SECONDARY	KINDERGARTEN	ELEMENTARY	SECONDARY
A. DIRECT EDUCATIVE SERVICES (Teaching and Aiding Teaching)						
1. Basic Skills						
a. Remedial[a]						
1) English Language Arts *(except Reading)*	151	864	120	160	1352	218
2) Reading	144	813	134	156	1296	185
3) Cultural	51	767	44	110	804	139
4) Social Science/Social Studies	47	400	94			
5) Natural Science and Mathematics	97	[illegible]	86			
6) Other		7	1	18	28	84
b. Nonremedial (regular) and Enrichment						
1) English Language Arts *(except Reading)*	98	515	181	158	622	120
2) Reading	93	384	143	104	516	103
3) Cultural		331	82	159	798	148
4) Social Science/Social Studies	12	625	198	77	506	103
5) Natural Science and Mathematics	22	626	176	186	618	87
6) Other	10	78	51	106	374	25
c. Differentialized Curriculum for the Handicapped	2	20	5	5	25	5
2. Vocational Skills and Attitudes	0	91	76	54	293	178
3. Textbooks	109	490	156	168	872	165
B. SUPPORTING SERVICES						
1. Audiovisual Materials						
Periodicals and other Printed Materials *(except Textbooks)*	112	534	97	179	1078	208
2. Pupil Services						
a. Guidance and Counseling						
1) Vocational	3	75	101	--	590	242
2) Other	0	132	98	29	208	84
b. Testing	142	1042	163	180	1221	202
c. School Psychological Services	86	268	74	39	181	29
d. Attendance and School Social Work	133	849	188	212	1403	264
e. Health Services	153	1051	134	258	1655	293
f. Student Subsidies	14			39	390	111
g. Pupil Transportation	153	1016	124	315	1930	351
h. Food Service	134	1063	161	366	1957	309
i. Special Services for Handicapped Children	2	71	15	6	25	5
j. Other Pupil Services	74	44		33	189	41

[a] *The "remedial-nonremedial" distinction is arbitrary and may be misleading.*

TABLE 16

MIGRANT EDUCATION PROGRAM EXPENDITURES

SERVICES AND ACTIVITIES

Federal and State

I CURRENT OPERATIONAL EXPENDITURES	
A. DIRECT EDUCATIVE SERVICES (Teaching and Aiding Teaching)	
1. Basic Skills	
a. Remedial	
1) English Language Arts *(except Reading)*	$ 63,937
2) Reading	147,223
3) Cultural	26,732
4) Social Sciences/Social Studies	37,446
5) Natural Science and Mathematics	56,747
6) Other	7,429
b. Nonremedial (Regular) and Enrichment	
1) English Language Arts *(except Reading)*	51,196
2) Reading	69,422
3) Cultural	35,541
4) Social Sciences/Social Studies	30,861
5) Natural Sciences and Mathematics	37,511
6) Other	25,182
c. Differentialized Curriculum for the Handicapped	2,500
2. Vocational Skills and Attitudes	18,795
3. Textbooks	2,953
B. SUPPORTING SERVICES	
1. General Administration	
a. Information Dissemination	4,497
b. Other	13,552
2. Instructional Administration	
a. Schoolwide Direction and Management	32,733
b. Systemwide Direction and Management	10,027
c. Instructional Supervision	18,911
3. Program Development	
a. Research and Development	200
b. Planning	2,592
c. Evaluation	1,365
d. Demonstration	300
4. Personnel Development	4,391
5. School Library Resources and Other Instructional Material *(except Equipment)*	
a. Audiovisual Materials	11,274
b. Books, Periodicals, Other Printed Materials *(except Textbooks)*	12,000
6. School Library, Audiovisual, and Other Media Personnel	3,270
7. Pupil Services	
a. Guidance and Counseling, Vocational	2,400
b. Testing	60
c. School Psychological Services	2,000
d. Attendance and School Social Work	71,362
e. Health Services	11,465
f. Pupil Transportation	105,381
g. Food Service	52,987
h. Student Subsidies	4,346
i. Special Services for Handicapped Children	2,400
j. Other Pupil Services	1,978
8. Maintenance and Operation of Plant	36,382
9. Fixed Charges	54,457
10. Other Supporting Services	2,950
C. ANCILLARY SERVICES	11,269
TOTAL CURRENT OPERATING EXPENSE	1,088,024
II CAPITAL OUTLAY	
A. SITES AND BUILDINGS	
B. EQUIPMENT	
1. Audiovisual	8,719
2. Other Instructional Equipment	3,246
3. Noninstructional Equipment	--
III DEBT SERVICE	--
IV OUTGOING TRANSFER ACCOUNTS	--
TOTAL EXPENDITURES	$1,099,989

TABLE 17

SUMMARY OF PROJECTS 1971-72

COUNTY AND DISTRICT	LOCATION	APPROVED BUDGET	ENROLLMENT Fall	Spring	Summer	TOTAL	TOTAL STAFF	PERCENT BILINGUAL STAFF	AVERAGE COST PER DAY Fall	Spring	Summer	EXPENDITURES
ADAMS 27J	Brighton	$ 59,055	30	20	177	227	23	61%				$ 50,737.91
ARKANSAS VALLEY BOCS *BENT Re-1* *CROWLEY Re-1-J* *OTERO R1* *OTERO R2* *OTERO 3J (Summer only)* *OTERO R4J* *OTERO 33*	La Junta *Las Animas* *Ordway* *La Junta* *Rocky Ford* *Manzanola* *Fowler* *Swink*	152,500	328	319	297	944	62	75%	3.37		12.15	154,816.92
BOULDER RE1J	Longmont	26,000	-	-	105	105	26	35%	-		8.34	21,872.55
BOULDER RE2(J)	Boulder	5,000	-	-	-	-	-		-		-	2,833.90
CONEJOS Re 10	Antonito	18,807	0	0	49	49	10	90%	-		7.68	18,807.00
COSTILLA R-30	Blanca	20,380	37	0	66	103	7	71%	-		5.82	15,155.23
DELTA 50(J)	Delta	13,380	204	71	25	300	10	20%	.67		9.39	12,326.87
KIT Carson RE-6J	Burlington	65,740	176	110	206	492	29	14%	3.24		10.61	59,413.14
LARIMER R-1	Fort Collins	68,495	85	85	176	346	26	73%	1.16		12.38	62,700.86
LOGAN RE-1	Sterling	31,731	26	25	116	167	20	40%			9.53	27,847.50
MESA 51	Grand Junction	24,802	-	-	63	63	7	29%	-		18.62	19,007.00
NORTHEASTERN BOCS *PHILLIPS Re-1J* *YUMA R-J-1* *YUMA R-J-2*	Haxtun *Holyoke* *Yuma* *Wray*	75,250	-	7	242	249	32	12%	.77		11.11	56,719.75
OTERO 3J	Manzanola	12,535										11,664.47
PROWERS Re-1	Granada	50,100	154	66	112	332	50	24%	2.38		8.06	47,023.84
PROWERS RE-3	Holly	6,819	78	50	9	137	6	17%	.71		-	5,819.00
PUEBLO 70	Pueblo	15,350	-	-	47	47	7	71%	-		8.21	15,350.00
SAGUACHE 26 Jt	Center	13,061	-	-	36	36	14	43%	-		10.97	9,773.14
SEDGWICK Re3	Ovid	25,796	-	-	71	71	12	25%	-		18.29	18,266.55
SOUTHEASTERN BOCS *BACA RE-1* *BENT Re-2* *PROWERS Re-2* *PROWERS Re-13 Jt*	Lamar *Walsh* *McClave* *Lamar* *Wiley*	51,537	160	168	32	360	16	69%	1.14		12.59	39,363.08
SOUTH PLATTE VALLEY BOCS *MORGAN Re-2 (J)* *MORGAN Re-3* *MORGAN Re-20 (J)* *MORGAN Re-50 (J)*	Fort Morgan *Brush* *Fort Morgan* *Weldona* *Wiggins*	119,907	157	157	277	591	46	30%	5.47		14.51	95,065.76
WELD BOCS *WELD Re-1* *WELD Re-2* *WELD Re-5J* *WELD Re-7* *WELD Re-8* *WELD Re-9*	La Salle *Gilcrest* *Eaton* *Johnstown* *Keenesburg* *Mead Lupton* *Ault*	260,290	720	727	620	2067	148	54%				247,806.66
WELD Re-4	Windsor	3,625	108	81	0	189	67	3%	.32			3,625.00
WELD 6	Greeley	111,094	311	281	247	839	48	42%	.91		12.13	102,472.92
	TOTALS:	$1,218,719	2574	2167	2973	7714	666	41%	1.42		11.15	$1,099,989.07